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## CHILD STUDY IN SECONDARY SCHOOLS

[By permission of Principal Atkinson we publish the following forms, prepared for use in connection with the work of the Springfield High School, in the confident belief that they will be interesting and directly helpful to many teachers in other schools. The line of work here opened up is one of great suggestiveness and large possibilities. Later in the year we hope to publish some of the results of the experiment undertaken at Springfield.]

THE HIGH SCHOOL,

Springfield, Mass., . . . . ., 189

DEAR M. . . . . :

The pupils of the enclosed list, all of whom were recommended by you, have been admitted to the high school. The teachers of the high school, being especially interested in the pupils of the entering class, and desiring also to enter into closer relations with the teachers who have already had these pupils, will be glad to receive in regard to them any information which you may be able and willing to give. Such information is desired as will assist their teachers and principal in estimating justly what may be expected of them in the way of deportment, scholarship, and attendance, with a view to encouraging them and reducing the chance of failure or of misapplication of energy.

Yours, truly,

FRED W. ATKINSON

### MEMORANDUM OF PRINCIPAL OF GRAMMAR SCHOOL

Name of pupil . . . . . School . . . . .  
School attendance . . . . .  
. . . . .  
General health . . . . .  
. . . . .  
Temperament . . . . .  
. . . . .  
Character . . . . .  
. . . . .

General scholarship .....  
 .....  
 What course ought ..... to have chosen?.....  
 Ought ..... to be allowed to take up extra work ..... first year?.....  
 Greatest strength and interest.....  
 .....  
 Greatest weakness.....  
 .....  
 Outside interests (what steady likes are shown).....  
 .....  
 Home conditions (outside influence in general).....  
 .....  
 In case of difficulty in learning or fault in behavior what method of instruction or discipline have you found most helpful? .....  
 .....

#### A NOTE OF EXPLANATION

Under "School attendance," state whether pupil has always attended Springfield schools, if not, when he entered, also if one or more grades have been omitted, and what grades. Note also regularity of attendance.

Under "General health," note such points as "is growing rapidly," or "has headaches," or "is robust," "is nervous," "is delicate," etc. Note also any physical defects in hearing or sight.

Under "Temperament," indicate marked characteristics, such as "cheerful," "morbid," "quick," "slow," "bright," "conceited," "happy-go-lucky," "indifferent," "winning," "sunny," "ambitious," "diffident," "methodical," etc., and, under "Character," "reliable," "straightforward," "determined," "unstable," "sly," "vain," "conscientious," "purposeful," etc. It is not necessary to discriminate between these two items—all may be written as if under the heading, "Personal qualities."

Under "Greatest strength," it may be expected that the answers will be somewhat like the following: "History and grammar," or "memory," or "mathematics," or "expression," either written or oral, or both, etc. And under "Greatest weakness," "no ability to think," or "to memorize," or "to express himself."

"Outside interests." Is house or any other kind of work other than school work required of this pupil at home, etc.? Does he make collections? Read history? Take music lessons, etc.? Do church, social, or other interests take a large part of pupil's time outside of school? Dislikes as well as likes may be noted.

"Home conditions." Is this pupil held down to study? Are conditions at home particularly favorable or unfavorable for intellectual and moral development? etc. Is he the only child? The oldest child? Has he many brothers and sisters?

THE HIGH SCHOOL,  
Springfield, Mass., . . . . ., 1897.

DEAR . . . . . :

The teachers of the high school, seeking to do all they can for their pupils, both in advancing them in their studies, and in looking after their health, and desiring also to enter into closer relations with the parents, will be glad to receive answers to the questions on the enclosed blank concerning your . . . . .

In answering these questions, parents are requested not to confer at all with the pupils themselves. This information gathered from you is solely for the use of the principal and teachers, and will in no case reach the knowledge of fellow-pupils or of persons not connected with the school.

It would seem as if we were putting you to considerable trouble in asking you all these questions. It would be requiring too much were the information desired not concerning the good of your . . . . . and did not we believe that from this information, which you alone can give, we should be better able to watch over and further intelligently and sympathetically your . . . . . education and physical health.

If possible, return these blanks within a week, whether they are filled out or not.

Very truly yours,

FRED W. ATKINSON.

P.S.—In case health alters perceptibly in the next few months, headaches or sleeplessness come, please let me know, even if you have returned this blank.

#### MEMORANDUM OF PARENT

Name of pupil . . . . .

1. What has been . . . . . general health during the last two years? . . . . .

. . . . .

2. Does . . . . . have any trouble with . . . . . eyesight? . . . . .

. . . . . hearing? . . . . .

3. Does . . . . . sleep well? . . . . . How many hours? . . . . .

Does . . . . . take time enough to eat a good breakfast before going to school?

. . . . .

4. Roughly, how much time does . . . . . spend in recreation and exercise? . . . . .

. . . . .

In what way? . . . . .

- Do you think . . . . . is out in the air enough? . . . . .
5. Do you think we teachers require too much of . . . . .? Do you think . . . . . might do more studying just as well as not? . . . . .
6. Roughly, how much time does . . . . . spend at home studying? . . . . . Does . . . . . need to be urged to study or not? . . . . .
7. Does . . . . . take books from the library for . . . . . self? . . . . . Roughly, how much time does . . . . . spend in reading books (not connected with school work)? . . . . . What is the character of this reading? . . . . . Does . . . . . read the magazines? . . . . . Newspapers . . . . .
8. What steady likes and dislikes has . . . . . in school and out? . . . . . What study, if any, does . . . . . complain of as hardest? . . . . .
9. State any other things (concerning temperament, character, etc.) which we ought to know to be of greatest help and encouragement to . . . . .

NAME . . . . . CLASS . . . . . DATE . . . . .

1. What books have you read since . . . . .? . . . . .
2. Which of these books do you especially like, and why? . . . . .
3. What character in these books do you especially like, and why? . . . . .
4. What kind of literature do you prefer—fiction, history, biography, books of travel, essays, poetry, etc.? . . . . .
5. Who is your favorite author? . . . . .
6. What newspapers (daily or weekly) do you habitually read? . . . . .
7. What magazines do you read, and which do like the best? . . . . .
8. Do you draw books from the City Library—if so, about how many each month? . . . . .

#### HIGH SCHOOL TEACHERS' MEMORANDUM

Name . . . . . Date of beginning of this study . . . . .  
Date and place of birth . . . . .

Height .....	
Weight .....	
Sight .....	
Hearing .....	
Health .....	
.....	
Temperament .....	
.....	
Character .....	
.....	
.....	
General scholarship (chief mental characteristics. Character of this pupil's mental development) .....	
.....	
Greatest strength (interest).....	
.....	
Greatest weakness (difficulty) .....	
.....	
Application (studious? Stimulus needed, etc.).....	
.....	
Attention .....	
.....	
Ability to express, A. Orally .....	
.....	
Ability to express, B. In writing .....	
.....	
Ability to think (inference and reasoning).....	
.....	
Ability to memorize .....	
.....	
Imagination.....	
.....	
Attendance, A. Regularity .....	
.....	
Attendance, B. Punctuality.....	
.....	

Attendance, C. Dismissals .....	
Interests, A. In school.....	
Interests, B. Out of school.....	
Controlling motives (why does this pupil attend school? etc).....	
General deportment (most successful treatment, etc).....	
Additional data.....	

F. W. ATKINSON